R E P O R T R E S U M E S

ED 016 984 AL 001 165

A SELECTED ANNOTATED BIBLIOGRAPHY OF AMERICAN LITERATURE FOR TESOL. PART I--THE NOVEL.

BY- HARRIS, ARNA S. HARRIS, ALLAN C.

PUB DATE SEP 67

EDRS PRICE MF-$0.25 HC-$0.44 9P.

DESCRIPTORS- *ENGLISH (SECOND LANGUAGE), *ANNOTATED BIBLIOGRAPHIES, *AMERICAN LITERATURE, *NOVELS, REFERENCE MATERIALS, READING MATERIALS, TESOL,

THIS BIBLIOGRAPHY, LISTING THE WORKS OF 45 AMERICAN NOVELISTS, HAS BEEN PREPARED TO HELP TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE SELECT APPROPRIATE READING MATERIAL EASILY. BECAUSE THE AUTHORS ARE CONCERNED WITH AMERICAN ENGLISH, THE SELECTIONS INCLUDE AMERICAN WRITERS ONLY, WITH SETTINGS IN THE UNITED STATES. THE WORKS OF CERTAIN WELL-KNOWN NOVELISTS ARE NOT INCLUDED BECAUSE OF THEIR LENGTH OR UNIQUENESS OF STYLE. FIVE KINDS OF INFORMATION ARE PROVIDED ABOUT EACH WORK--(1) THE CHRONOLOGICAL PERIOD OF THE WORK, (2) THE GEOGRAPHIC AREA IN WHICH THE WORK IS SET, (3) THE TYPE OF LIFE DESCRIBED, (4) THE SOCIAL STRATIFICATION, AND (5) THE MAJOR THEMES OR CULTURAL POINTS TO BE EMPHASIZED WITHIN THE WORK (SUCH AS HISTORICAL, GEOGRAPHICAL, AND FAMILIAL). IN ADDITION, EACH WORK HAS BEEN ASSIGNED TO A LEVEL ACCORDING TO THE DIFFICULTY OF VOCABULARY USAGE--(A) LOW INTERMEDIATE, APPROXIMATELY 750-1,000 WORDS, (B) INTERMEDIATE, APPROXIMATELY 1,000-2,000 WORDS, (C) HIGH INTERMEDIATE, APPROXIMATELY 2,000-3,000 WORDS, (D) LOW ADVANCED, APPROXIMATELY 3,000-4,000 WORDS, AND (E) ADVANCED, APPROXIMATELY 4,000 WORDS OR MORE. THIS BIBLIOGRAPHY APPEARS IN "TESOL QUARTERLY," VOLUME 1, NUMBER 3, SEPTEMBER 1967, PUBLISHED BY TESOL, INSTITUTE OF LANGUAGES AND LINGUISTICS, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20007. (AMM)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED016984

TESOL QUARTERLY

Volume 1 September, 1967 Number 3

Table of Contents

The Modular Mousetrap ..... *Earl W. Stevick* 3

Innocents Abroad—Teaching the American Novel Overseas ..... *John Ashmead* 11

Testing Aural Comprehension: A Culture Fair Approach ..... *Theodore H. Plaister* 17

Some Acoustic Parameters of Speech and Their Relationships to the Perception of Dialect Differences ..... *Clara N. Bush* 20

Teaching a Second Dialect and Some Implications for TESOL ..... *William S. Carroll and Irwin Feigenbaum* 31

Secondary School Composition: Problems and Practices ..... *Mary Finocchiaro* 40

Inference Expressed by *Should* and *Must* ..... *Eugene V. Mohr* 47

Some Important Oddities of English Phonetics ..... *Francis A. Cartier* 52

A Selected Annotated Bibliography of American Literature for TESOL: Part I—The Novel ..... *Arna S. Harris and Allan C. Harris* 56

Reviews

Workpapers in English as a Second Language (M. Imhoof) 63

Starting English Early (K. K. Sutherland) 65

Announcements 67

Publications Received 68

AL 001 165

TESOL QUARTERLY

A Journal for Teachers of English to Speakers of Other Languages

Editor

BETTY WALLACE ROBINETT
Ball State University
Muncie, Indiana

Editorial Advisory Board

Virginia French Allen
Teachers College
Columbia University

Marie Esman Barker
El Paso Public Schools
El Paso, Texas

Eugène J. Brière
University of California
Los Angeles, California

J. C. Catford
University of Michigan
Ann Arbor, Michigan

Maurice Imhoof
Ball State University
Muncie, Indiana

A. Iris Mulvaney
Tucson Public Schools
Tucson, Arizona

George H. Owen
Detroit Public Schools
Detroit, Michigan

Hadley Thomas
Tuba City Public Schools
Tuba City

Membership in TESOL ($6.00) includes a subscription to the journal.

TESOL QUARTERLY is published in March, June, September, and December.

Business correspondence should be addressed to James E. Alatis, Institute of Languages and Linguistics, Georgetown University, Washington, D.C.

Copyright © 1967
Teachers of English to Speakers of Other Languages

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY James E. Alatis

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

A Selected Annotated Bibliography of American Literature for TESOL

Part I—The Novel*

Arna S. Harris and Allan C. Harris

Obviously, particular utterances in a language reflect the cultural context of that language community. Native speakers of that language understand these utterances in terms of the social, historical, and geographical contexts most familiar to them. For instance, in American English, if the word *railroad* were used in a conversation, the native speaker would normally understand it in terms of the extent of his knowledge of the historical development of the railroad system in the United States, the geographical implications which the railroad had for expansion to the West, and the social and economic implications which the railroad brought and the part it played in changing the American way of life during the latter part of the nineteenth century and the first part of the twentieth.

The teacher of English as a second or foreign language should at all times attempt to present the cultural context of English (in this case American English) to his students. The literature of a country in many respects mirrors the culture of that country. If the teacher can acquaint the student with those works in American literature which paint a picture of American life, he is one step closer to providing the student with the frame of reference for his newly-learned language skill.

This bibliography has been prepared to help teachers select appropriate reading material easily. Five kinds of information are provided about each work: (1) the chronological period of the work, (2) the geographic area in which the work is set, (3) the type of life described, (4) the social stratification, and (5) the major themes or points to be emphasized within the work. Sometimes these categories overlap, and at times the chronological period or setting is difficult to determine. The last category is very important in that it describes the cultural context which the work most strongly reflects and represents. These typically are historical, geographical, and familial.

We are concerned with American English, and therefore the works are by American authors. The selection has been somewhat arbitrary. The works of many well-known authors are included; some are not. Any work which was not set in the United States was discounted. The works of some authors, such as those of Melville, O'Neill, and Dos Passos, were not included because of their length and style. Others, such as those of Poe and Faulkner, were prohibitive both because of their use of vocabulary and their peculiarly unique styles.

---

*Part II—*The Short Story, Drama, Poetry* will be published in the next issue.

Mr. and Mrs. Harris are instructors in the Department of English at Tel Aviv University, Ramat Aviv, Israel. Mr. Harris has published articles in *English Language Forum* and *English Language Teaching*.

Each work has been assigned to a level according to the difficulty of vocabulary usage as signified by the following classifications: (A) low intermediate level (approximately 750–100 words), (B) intermediate level (approximately 1000–2000 words), (C) high intermediate level (approximately 2000–3000 words), (D) low advanced level (approximately 3000–4000 words), and (E) advanced level (approximately 4000 words or more).[1] No attempt has been made to assess the relative maturity of the reader in relation to the work. The teacher will have to decide what his students are capable of comprehending in terms of social, political, and economic sophistication.

This bibliography is by no means definitive. Our intention has been only to whet the appetite, to provide a basis. It is our earnest hope that others will continue, expand, and adjust our modest beginnings.[2]

THE NOVEL

Adams, Andy. *The Cowboy* (Original title: *Log of a Cowboy*). New York: Ladder Edition* by Washington Square Press, 1966, 116 pp. (B)
1) second-half 19th century; 2) the West; 3) cowboy life in the Old West; 4) cowboys; 5) description of the life of cowboys, badmen, and lawmen on a cattle drive from Texas to Montana; geography.

Alcott, Louisa May. *Little Men.* Boston: Little, Brown & Co., 1929, 335 pp. (D)
1) second-half 19th century; 2) New England; 3) rural setting, "family" life at the Bhaer's school for boys; 4) lower, middle classes; 5) familial relationships, as well as the day-to-day life of the children, etc. at the school.

———. *Little Women.* Boston: Little, Brown & Co., 1930, 397 pp. (D)
1) mid-19th century (*ca.*Civil War); 2) New England; 3) rural setting, family life; 4) lower, middle classes; 5) familial relationships, as well as the daily life of the March family and their neighbors.

Baldwin, James. *Go Tell It on the Mountain.* New York: The New American Library, 1963, 191 pp. (E)
1) mid-20th century; 2) New York City-Harlem; also flashbacks to the South; 3) city life of the Harlem Negro; 4) lower class Negroes; evangelist family and others; 5) relationships; characteristics of certain typical personalities and the social forces that molded them.

Caldwell, Erskine. *Tobacco Road.* New York: Grosset and Dunlap, 1932, 241 pp. (E)
1) 1920's; 2) Georgia back-country; 3) rural setting; sharecroppers; 4) lower class, poor whites; 5) relationships, life of the sharecroppers from day to day; some geography, topography.

Cather, Willa. *Death Comes for the Archbishop.* New York: Alfred A. Knopf, 1936, 343 pp. (C-D)
1) second-half 19th century; 2) New Mexico desert country; 3) missionary life and life of the Indians and Mexicans around the mission; 4) all social classes; 5) history of European, especially Spanish, influence on the Southwest; geography.

———. *My Antonia.* New York: Houghton Mifflin Co., 1918, 419 pp. (C-D)
1) late 19th and early 20th century; 2) Nebraska prairie; 3) pioneer life

[1] These classifications also try to take into consideration difficulties which may be considered "grammatical" or "structural" although, admittedly, this has been subjectively done, and no real claim for accurate classification as to level of structural difficulty is made.

[2] We must acknowledge the assistance of Miss Carol Rosenfeld who was responsible for many of the summaries (since revised and expanded). Thanks must go to Dr. Virginia French Allen for her criticism and advice.

*Ladder Editions are distributed internationally by Book Exports, Ltd., 440 Park Avenue South, New York, New York 10016.

on the prairie and in a small prairie town; 4) pioneers: poor immigrants and middle-class "Americans"; 5) relationships of the pioneers; life on the prairie in general; some geography.

Clark, Walter Van Tilburg. *The Ox-Bow Incident.* New York: The New American Library of World Literature, Inc., 1960, 224 pp. (C-D)
1) 1885; 2) the Old West; 3) cowboy life as concerned with cattle, supposedly stolen; 4) cowboys and townsmen; 5) mob justice and the absence of the rule of law.

Clemens, Samuel L. *The Adventures of Huckleberry Finn.* New York: Grosset and Dunlap, 1884, 312 pp. (D-E) Also available in a simplified edition by Robert J. Dixson, New York: Regents Publishing Co., 1954. (C)
1) 1840's; 2) Mississippi Valley (Missouri, Arkansas); 3) life along the Mississippi River and on it; 4) country boy, fugitive slave, and others; 5) life in the Mississippi Valley in the pre-Civil War 19th century, and within it the special inner world of a boy; description of the river and its surrounding territory. (The dialects of American English represented may make this book somewhat difficult.)

————. *The Adventures of Tom Sawyer.* New York: The Heritage Press, 1920, 284 pp. (D-E)
1) 1830's–1840's; 2) Mississippi Valley; northwest Illinois; 3) village life of St. Petersburg, in the Mississippi Valley; 4) children and people of the village—middle, lower classes; 5) adventures, activities, thoughts, and relations of the young boys with adults and each other.

Cooper, James Fenimore. *The Last of the Mohicans.* New York: Charles Scribners' Sons, 1947, 370 pp. (E)
1) second-half 18th century; 2) Lake George, New York State; 3) campaign of Fort William Henry, early life in northeastern America; 4) soldiers, settlers, Indians; 5) relationships between Indians, white settlers, French; wars between French and Indians and against other Indians, British, and settlers.

————. *The Pathfinder.* New York: G. P. Putnam's Sons, 19--, 501 pp. (E) Also available in a simplified edition by Robert J. Dixson, New York: Regents Publishing Co., 1954 (B)
1) second-half 18th century; 2) American side of Lake Ontario; 3) early life in America; 4) woodsmen, Indians, settlers, soldiers; 5) primarily an adventure story but gives a good picture of early life, conditions, and wars in this part of America.

————. *The Prairie.* New York: Ladder Edition by Dell Publishing Co., 1963, 127 pp. (D)
1) 1804; 2) the American prairie; 3) life of the pioneers and Indians; 4) pioneers and Indians; 5) adventure story; difficulties encountered by the pioneers moving westward across the prairie.

Crane, Stephen. *Maggie: A Girl of the Streets.* New York: Washington Square Press, 1960, 73 pp. (E)
1) 1890's; 2) New York City; 3) poverty, alcoholism, degradation in Lower East Side slum tenements, streets, and Bowery saloons; 4) lower class, slum dwellers; 5) an indictment of social injustice which condemns economic oppression and exploitation of the poor and the brutality of their life. (The particular dialect of the slums may make this book difficult.)

————. *The Red Badge of Courage.* New York: Dell Publishing Co., Inc., 1962, 183 pp. (E) Also available in in a Ladder Edition. (B-C) Also available in a simplified edition by Robert J. Dixson, New York: Regents Publishing Co., 1954. (C)
1) Civil War; 2) the South; 3) soldier's life; 4) soldiers; 5) realistic description of the Civil War as seen through the eyes of a young soldier.

Daly, Maureen. *Seventeenth Summer.* New York: Dodd, Mead & Co., 1953, 255 pp. (D)
1) *ca.*1930–1940 during the summer months; 2) Wisconsin; 3) rural setting; small town life; 4) middle class; 5) familial relationships, summer life

in a small town (picnics, dating, etc.).

Day, Clarence. *Life with Father.* New York: Alfred A. Knopf, 1937, 258 pp. (D)
1) 1890's–early 20th century; 2) New York City; 3) city life; 4) upper middle class; 5) familial relationships; relationships with neighbors, friends, and servants.

Dreiser, Theodore. *An American Tragedy.* New York: The World Publishing Co., 1948, 874 pp. (E)
1) early 20th century; 2) New York State; 3) rural setting; large town; 4) all classes but especially the upper- and lower-middle classes; 5) personal relationships.

———. *Sister Carrie.* New York: Dell Publishing Co., Inc., 1962, 476 pp. (E)
1) late 19th–early 20th century; 2) Chicago and New York City; 3) city life; 4) all classes; 5) personal relationships; descriptions of the aforementioned cities at the turn of the century.

Edmonds, Walter D. *Drums along the Mohawk.* Boston: Little, Brown & Co., 1939. (D)
1) American Revolution (1776–1784); 2) Mohawk Valley-New York State west of Albany; 3) early life in America; 4) farmers, settlers, Indians; 5) family and pioneer life, confrontation with Indians.

Fast, Howard. *Citizen Tom Paine.* New York: The World Publishing Co., 1943. (E)
1) 1774–1809; 2) The American Colonies, Philadelphia; 3) colonial and revolutionary life; 4) colonists-peasants, farmers, writers, political leaders, printers; 5) American history—view of revolution and its leaders. The first chapter analyzes situation in England which motivated settlers to come to America.

———. *Freedom Road.* New York: Duell, Sloan & Pearce, 1944, 263 pp. (E)
1) 1867–period immediately following the Civil War; 2) South; 3) rural setting; 4) lower classes, both Negro and white; some upper class whites; 5) personal relationships: Negroes, whites, and between Negroes and whites.

Ferber, Edna. *Cimarron.* New York: Grosset and Dunlap, 1929, 388 pp. (D)
1) 1889–*ca.*1920's (mostly 1889–1900); 2) Oklahoma Territory; 3) pioneer life; 4) all classes—pioneers, Indians; 5) relationships between the people, both white and Indian; roles of men, women, children, and Indians; history; geography.

———. *Show Boat.* New York: Grosset and Dunlap, 1962, 398 pp. (D)
1) 1870's–1920's; 2) St. Louis to New Orleans via the Mississippi River, Chicago, New York City; 3) floating theater on the Mississippi River and the actors on it; 4) all classes and kinds of people; 5) relationships; description of life along the Mississippi; geography.

———. *So Big.* New York: Grosset and Dunlap, 1924, 360 pp. (D)
1) 1890's–1918; 2) Chicago and High Prairie, a small town ten miles from Chicago; 3) farm life and city life; 4) farmers, Dutch settlers, their grown children; 5) familial relationships, education, aspects of the business world of the time.

Fitzgerald, F. Scott. *The Great Gatsby.* New York: Charles Scribners' Sons, 1953, 182 pp. (E)
1) 1920's; 2) New York City and Long Island; 3) social activities of the upper class; 4) upper class; 5) class relationships, friendships, social climbing.

Forbes, Esther. *Johnny Tremain.* Boston: Houghton Mifflin Co., 1943, 256 pp. (C)
1) late 1700's–*ca.*Revolutionary War; 2) Boston; 3) city life; 4) all classes; 5) history (Boston Tea Party, etc.); life in general; personal relationships.

Guthrie, A. B. *The Way West.* New York: Pocket Books Inc., 1960, 435 pp. (C-D) Also available in a Ladder Edition. (B)
1) *ca.*1840; 2) West (from Missouri

to Oregon); 3) pioneer life—wagon-train life; 4) lower and middle classes—pioneers; 5) life of the pioneers as they trekked from Missouri to Oregon; geography; history.

Hawthorne, Nathaniel. *The Scarlet Letter.* New York: Ladder Edition by Berkley Publ. Corp., 1962, 128 pp. (D)
1) late 17th century; 2) Massachusetts; 3) Puritan life; 4) Puritans; 5) Puritan view of immorality and punishment for it; Puritan life in general.

Howells, William Dean. *The Rise of Silas Lapham.* New York: The New American Library of World Literature, Inc., 1963, 337 pp. (D-E). Also available in a simplified edition by Robert J. Dixon, N.Y.: Regents Publishing Co., 1954. (C)
1) post-Civil War; 2) Boston; 3) American business life; 4) the self-made man and the aristocracy; 5) American businessmen; Boston aristocracy; social climbing.

Jackson, Helen Hunt. *Ramona.* Boston: Little, Brown & Co., *ca.*1939, 424 pp. (D-E)
1) second-half 19th century; 2) southern California; 3) ranch life of Spanish ranchers, American Indian life; 4) all classes; 5) life in general; history.

Kjelgaard, Jim. *Wolf Brother.* New York: Holiday House, 1957, 189 pp. (C-D)
1) 1880's; 2) Southwest; 3) reservation and "outlaw" life of the American Indian (Apaches here) fighting white soldiers; 4) Apache Indians; white soldiers, ranchers, agents; 5) Indian viewpoint of their conflict with the U.S. government; relationships of Indians and whites at a time when the reservations were new.

LaFarge, Oliver. *Behind the Mountains.* New York: Ladder Edition by Berkley Publ. Corp., 1962, 126 pp. (B)
1) 1920's; 2) New Mexico; 3) Spanish-American family life; 4) upper class family and the poorer villagers; 5) people torn between traditional mores and the new ideas of the machine age; ranch and village life.

———. *Laughing Boy.* Cambridge: Houghton Mifflin Co., 1929, 302 pp. (D)
1) late 19th or early 20th century; 2) Southwest; 3) Navajo Indian life; 4) Navajo Indians; 5) Navajo life: customs and rites, types of specific work, foods, etc; geography.

Lee, Harper. *To Kill a Mockingbird.* New York: J. B. Lippincott, 1960, 284 pp. (E)
1) an indefinite two-year period in the early 20th century; 2) Maycomb County, Alabama; 3) small town life in the South; 4) middle, lower classes and Negroes; 5) a perceptive description of Southern small town life—the attitudes of adults and children, racial feelings and antagonisms, class differences.

Lewis, Sinclair. *Babbitt.* New York: Harcourt, Brace and World, 1922, 244 pp. (E)
1) early 1920's; 2) Middle West; 3) family, social, civic, religious and business life in a representative small American city; 4) middle-income businessmen and their families, civic and religious leaders; 5) familial relationships, friendships, love; an attack on the evils of middle-class life (materialism, commercialism, conformity).

———. *Main Street.* New York: Harcourt, Brace & Co., 1920, 451 pp. (E)
1) *ca.*1910–1920; 2) Minnesota; 3) rural setting; town life; 4) all classes; 5) a general description of town life in America.

Marquand, John P. *The Late George Apley.* New York: Little, Brown & Co., 1937, 293 pp. (D)
1) 1870's–1933; 2) Boston; 3) city life; 4) old aristocracy of Boston; 5) relationships between fathers and sons; changes in a city; schooling (the "gentleman's Harvard").

Mitchell, Margaret. *Gone with the Wind.* New York: The Macmillan Co., 1936, 1037 pp. (D-E)
1) 1861–1873, the Civil War and Reconstruction; 2) Georgia; 3) a Georgia plantation, the city of Atlanta; 4) Southern aristocracy; 5) vivid description of the Civil War and Reconstruction as seen by women of the South. Attitudes of the men and women provide understanding of their devotion to their cause and way of life.

Norris, Frank. *The Octopus.* New York: Doubleday and Co., Inc., 1952, 635 pp. (D-E)
1) late 19th century; 2) California; 3) farmers and ranchers *versus* the Pacific and Southern Railroad; 4) all classes; 5) exploitation of wheat farmers by monopolistic interests; grain farming; railroading.

————. *The Pit.* New York: Grosset and Dunlap, 19--, 421 pp. (D-E)
1) late 19th century; 2) Chicago; 3) city life; 4) upper and upper-middle classes; 5) politicians and politics; speculators and grain market.

O'Hara, John. *Ten North Frederick.* New York: Bantam Books, 1963, 408 pp. (E)
1) first-half 20th century; 2) Pennsylvania; 3) small city life; 4) upper class; 5) life in general, but with an emphasis on politics and evolving personal relationships.

O'Hara, Mary. *My Friend Flicka.* New York: J. B. Lippincott Co., 1944, 349 pp. (C) 1) early 20th century; 2) Wyoming; 3) ranch life; 4) rancher and his family—lower middle class; ranch hands; 5) familial relationships; story of a boy and his horse.

Raitt, Mary and Helena Newman. *Murder Now and Then,* an adaptation of *Hardly a Man is Now Alive* by Herbert Brean. New York: The Macmillan Co., 1964, 178 pp. (D)
1) set in 20th century, but with flashbacks to 18th and 19th centuries; 2) Concord, Massachusetts; 3) New England town life; something about life at the time of the Revolutionary War; 4) middle class (20th century); 5) life in 20th-century New England; history, i.e. the Revolutionary War, Emerson and Thoreau.

Rawling, Marjorie K. *The Yearling.* New York: Charles Scribners' Sons, 1938, 428 pp. (C-D)
1) late 18th–early 19th century (or later?); 2) Florida back-country; 3) rural setting, farm life in the swamp and on scrub land; 4) lower classes; 5) familial relationships; the story of a boy and his pet deer.

Richter, Conrad. *The Sea of Grass.* New York: Alfred A. Knopf, 1937, 149 pp. (D)
1) 1880's; 2) Southwest—Oklahoma or Texas; 3) cattle empires of the pioneers and the agricultural "homesteaders"; 4) pioneer cattlemen—one range-owning family, and frontier cattle-town people; 5) familial relationships; transition in a significant period of American history (cattlemen *versus* homesteaders); description of the prairie.

Rolvaag, Ole E. *Giants in the Earth.* New York: Harper & Brothers, 1927, First Edition, 465 pp. (D)
1) second-half 19th century, 2) the plains and prairies of the Dakota Territory; 3) pioneer life on the plains; 4) pioneers: poor immigrants—mainly Scandinavian; 5) geography; hard, cruel, lonely life of the immigrant pioneers; weather conditions.

————. *The Young Giants* (Original title: *Peder Victorious*). New York: Ladder Edition by Pyramid Books, 1964, 128 pp. (C)
1) late 19th century; 2) the plains and prairies of the Dakota Territory; 3) pioneer life on the plains; 4) pioneers and their children: Scandinavian and Irish; 5) conflicts between the parents and their children, who are learning English and becoming Americanized; relationships and conflicts between the Scandinavians and the Irish; life of a Norwegian boy. (Sequel to *Giants in the Earth.*)

Salinger, J. D. *The Catcher in the Rye.* New York: The New American Library, 1962, 192 pp. (E)
1) 1950's; 2) New York; 3) prep school in New York; 4) a 16-year old prep school student from an upper class family who is expelled from school; 5) the boy's reaction to many aspects of American life (school, family, the city). Although not typical of many, he represents the sensitive and humorous elements of youth.

Saroyan, William. *My Name is Aram.* New York: Harcourt, Brace & Co., 1938. (D)
1) early 1900's; 2) Far West; 3) life of an immigrant Armenian community and first generation Armenian Americans; 4) lower-middle class; 5) illus-

trates an immigrant community in America; the conflicts between "the old" and "the new."

———. *The Human Comedy.* New York: Harcourt, Brace & Co., 1943, 291 pp. (D-E)
1) during the Second World War; 2) Ithaca, California; 3) small city life; 4) poor family whose children have to work; 5) the effects of the war and mechanization on the lives of the people in the town; familial relationships; changing attitudes of children.

Smith, Betty. *A Tree Grows in Brooklyn.* New York: Harper and Bros., 1943, 443 pp. (D-E)
1) early 1900's; 2) Brooklyn, New York; 3) family life and growth in poor tenement neighborhood; 4) immigrant Irish and German families, their American-born children and grandchildren; 5) familial relationships; description of problems and ambitions of immigrant groups; analysis of relationships between ethnic groups.

Soles, Gordon H. *Stories from an American Farm.* New York: Ladder Edition by Pyramid Books, 1963, 126 pp. (A)
1) early 20th century; 2) somewhere in the American midwest; 3) farm life; 4) lower-middle class; 5) familial relationships; life on a small farm before mechanization became widespread.

Steinbeck, John. *East of Eden.* New York: Bantam Books, 1953, 534 pp. (E)
1) 20th century; 2) Connecticut and California, but mainly the latter; 3) farming life; 4) middle class; 5) relationships: family, neighbors.

———. *Grapes of Wrath.* New York: Viking Press, 1963, 619 pp. (E)
1) first-half 20th century—period of the depression; 2) Oklahoma and California, but mainly the latter; 3) life of migrants on farms, rural setting; 4) lower class—the "Okies" (i.e. those whose farms were foreclosed by the banks and who were thus forced to migrate); 5) personal relationships; plight of the dispossessed migrants.

Tarkington, Booth. *Penrod.* New York: Doubleday, 1931. (D)
1) early 1900's; 2) a small town anywhere; 3) small town life; 4) middle-class family; 5) the life of a 12-year old boy in a small town—relationships with parents and with schoolmates; childhood activities.

Warren, Robert Penn. *All the King's Men.* New York: Harcourt, Brace & World, 1946, 438 pp. (E)
1) 1922–1939; 2) Deep South; 3) state politics (based on the career of Huey Long, Governor of Louisiana and later U.S. Senator); 4) rise and fall of a ruthless demagogue and the people whose fates are bound up with his; 5) insight into the machinery of state politics; a study in power, corruption, ambition, greed, and ruthlessness.

Wharton, Edith. *The Age of Innocence.* New York: D. Appleton & Co., 1920, 365 pp. (E)
1) 1870's; 2) New York City; 3) city life; 4) uppermost crust of New York society; 5) familial and interfamily relationships, seen chiefly in context of social objectives; description of old New York society.

White, Stewart E. *The Saga of Andy Burnett.* New York: Ladder Edition by Dell Publ. Co., Inc., 1963, 128 pp. (B)
1) *ca.*1700's; 2) the West; 3) life of trappers and mountaineers who forged new trails through the West; 4) mountaineers, Indians; 5) day-to-day life of trappers; picture of Indian life; relationships between Indians and whites.

Wolfe, Thomas. *You Can't Go Home Again.* New York: Dell Publ. Co., Inc., 1960, 671 pp. (E)
1) 1928–1934; 2) New York, North Carolina, London, Germany; 3) life of a writer in these four places (life in New York is emphasized); 4) artist, upper class, and lower classes; 5) touches on many aspects of American life, especially city life; familial relationships; history; class differences.

Wouk, Herman. *The City Boy.* New York: Dell Publishing Co., Inc., 1964, 320 pp. (D-E)
1) late 1920's, early 1930's; 2) Bronx, New York, and a summer camp in New York State; 3) family, school, and camp life; 4) middle and upper-middle classes; 5) major events in the life of a twelve-year-old Jewish city boy.